

GMS/GHS Asst. Principal Info



Board Information 4/23/24

Why do we need this position?

1. C rated Middle and High Schools, reading scores under 50%
2. Increase in extreme behaviors at both campuses causing attention to be drawn away from instructional leadership by the current building administrators.
3. Specific safety concerns regarding lack of visibility of building administrators due to increase of extreme behaviors.
4. Our MCLs and teachers need direct administrative support in the PLC process to ensure that our students are progressing academically.
5. GHS needs a female administrator on-site.
6. Employing an administrator with specific expertise in curriculum development, instruction, and restorative practices will provide much needed support for our hard working teaching staff and add an additional layer of safety and support building wide.

How will this position be paid?

A combination of federal funds and/or ESA funds will be used to support this position continually as we grow.

How is this a justified federal expense? While there is no difference in the job description for this position, the primary focus for this administrator will be the support of teaching staff, advancement of the PLC process, meaningful teacher evaluation, direct supervision and oversight of building MCLs, and the implementation of restorative disciplinary practices at GMS and GHS. With the primary focus being direct instructional, restorative discipline, and increased access to educational opportunities for our underserved populations, this is an allowable expenditure.

Assistant Principal vs. GMS/GHS Assistant Principal

Instructional Leader:

- Develops and implements a shared mission and vision for the school.
- Stays current on trends and effective instructional practices, and shares best practices with staff, utilizing research-based practice to improve student achievement and providing support for promising innovative practices
- Analyzes student achievement data and works with staff to make adjustments in the implementation of curriculum and instruction, using a variety of strategies and sources to assess student needs and performance.
- Evaluate performance and effectiveness of programs.
- Hold staff accountable for high standards and positive expectations for student achievement.
- Oversee the coordination of state assessments.
- Utilize technology to enhance instructional practices
- Oversee curriculum development and improvement of instruction in collaboration with district administration
- Analyze various data to improve the school's letter grade based on a deep understanding of ESSA components
- Coordinate the development, implementation and evaluation of a school-level improvement plan
- Facilitate and monitor the use of evidence-based instructional practices
- Conduct classroom observations and teacher evaluations using TESS while providing specific, meaningful feedback
- Ensure implementation of the Science of Reading practices, collect evidence of effectiveness and determine proficiency levels for each teacher
- Monitor and guide Professional Learning Communities to meet the individual needs of students
- Work collaboratively with district leadership to plan, provide, implement, and evaluate appropriate professional development in alignment with identified needs, emphasizing content standards and instructional improvement
- Utilize best practices to select an effective and successful staff
- Prepare a master schedule to maximize teaching and learning time
- Communicate instructional goals to parents and community
- Facilitate and promote teamwork at all levels
- Support implementation of Opportunity Culture principles

*Highlighted items indicate additional or different duties for the GHS/GMS Asst. Principal position

Assistant Principal vs. GMS/GHS Assistant Principal

Managing and Leading Staff:

- Supervise and evaluate assigned certified and classified staff
- Supervise interns and guest teachers
- Collaborate with district administration on new teacher induction and mentor assignments
- Develop, review and revise the faculty handbook setting clear expectations for staff
- Ensure compliance with district policy/ take appropriate action with non-compliance
- Promote and grow leadership among staff, through support of Opportunity Culture principles
- Set high expectations for staff and model these expectations through leadership style
- Oversee general supervision of staff and students, including supervision of extracurricular activities
- Stay current on legal/financial development, educational legislative reform, and district policies

Assistant Principal vs. GMS/GHS Assistant Principal

Organization Leader:

- Maintains and monitors a safe, secure and orderly school environment that enhances teaching and learning in a collegial, positive, and nurturing climate.
- Works with Central Office personnel to coordinate processes for the effective functioning of the school
- Involves stakeholders in decision-making, seeking buy-in and managing conflict in the change process
- Assigns teachers to classrooms and students to classes
- Communicates effectively
- Working collaboratively with district administration to implement district initiatives
- Uses technology to enhance organizational practices

Assistant Principal vs. GMS/GHS Assistant Principal

Administrative and Management Leader:

- Utilizes best practices to select an effective and successful staff
- Oversees general supervision of staff and students, including supervision of extra-curricular activities
- Implements policy and procedure changes from the local, state, and/or federal levels
- Stays current on legal/financial developments, educational legislative reforms, and district policies
- Establishes priorities for educational materials to meet the needs of students and teachers with allowable anticipated funds
- Works with auxiliary services (SpEd, ESOL, School Services, etc.) to provide services to students and ensure effective functioning of the facilities
- Uses technology to enhance administrative and management practices

Assistant Principal vs. GMS/GHS Assistant Principal

Human Relations Leader:

- Communicates regularly the public and maintains a positive school/community relationship
- Encourages each individual to perform at their highest level
- Maintains positive relations with parents, parent groups, school volunteers and outside agencies
- Appreciates and is sensitive to diversity among individuals and groups within the school community

Assistant Principal vs. GMS/GHS Assistant Principal

School Culture:

- Build and maintains culture of trust among all stakeholder groups (building staff, district staff, family and community members)
- Establish and maintain acceptable standards of behavior for students and staff
- Develop and maintain a school mission and vision that supports and complements the district mission, vision, and values
- Collaborate with other building leaders to ensure smooth transitions and vertical alignment
- Build and maintain a culture that meets the needs of the whole child

Assistant Principal vs. GMS/GHS Assistant Principal

Family and Community Engagement:

- Promote school activities in the community and seek to establish partnerships and positive working relationships with early childhood education providers and other community organizations
- Collaborate with Family and Community Engagement (FACE) coordinators to secure meaningful resources for the Parent Center
- Seek ways to involve parents and families in their student's education
- Lead and facilitate parent meetings

Supervision:

- Ensure adequate supervision of lunch, recess, drop off, pickup, and athletic events
- Coordinate and supervise before-school, after-school, summer-school, and night-time activities

Communication:

- Maintain open channels of communication with all stakeholder groups (building staff, district staff, family and community members) in a language they can understand
- Understand and promote district policies to employees, parents, and community
- Inform the district superintendent about matters which are pertinent to the administration of the district
- Oversee preparation and timely submission of all necessary DESE and AAA reports
- Operate as part of the district administration team by supporting district initiatives

How does this compare with Mr. Harper's duties?

Brae Harper is a district level federal programs administrator with other duties assigned.

1. Files all federal and state applications for categorical grants and federal funds.
2. Monitors and ensures compliance with federal and state regulations regarding these funds at the district and building level.
3. Oversees the Health/Wellness and FACE committees, applications, and compliance.
4. Serves as Perkins and District CTE Coordinator
5. Directly supports the C/I team and any needs they have in regard to the above.
6. Oversees all PD approvals, registrations, and payments.
7. Other duties as assigned by the Assistant Superintendent or Superintendent.